



## Blythewood Middle

2351 Longtown Road East

Blythewood, South

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	960 Students	
<b>Principal</b>	Nancy J. Gregory	803-691-6850
<b>Superintendent</b>	Dr. Stephen Hefner	803-787-1910
<b>Board Chair</b>	Stephen Shellenberg	803-736-5530

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Below Average</b>
2007	Average	At-Risk
2006	Good	Below Average
2005	Good	Below Average
2004	Good	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

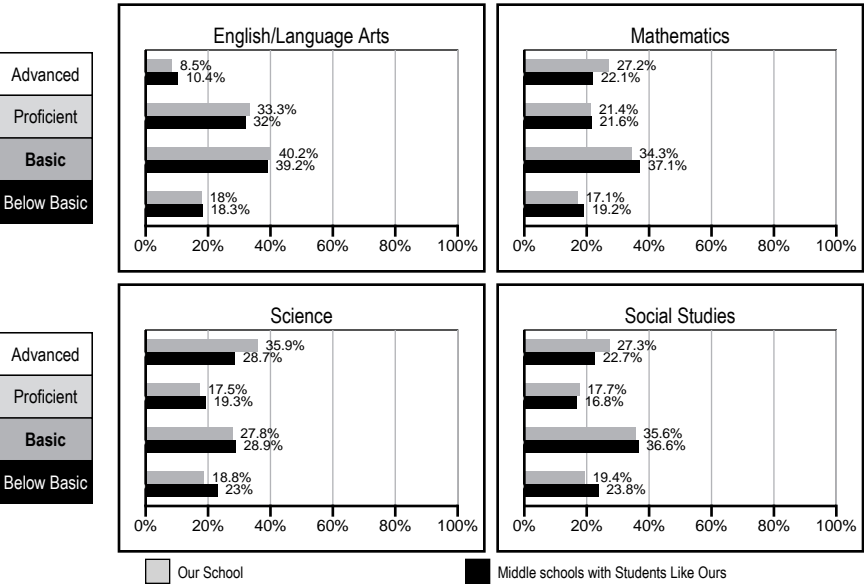
95.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	6	9	0	1

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	95.5
English 1	0	95.6
Physical Science	0	50.0
All Subjects	100.0	95.7

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=960)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	66.8%	Up from 49.5%	35.5%	19.4%
Retention rate	1.6%	Down from 1.8%	1.2%	1.8%
Attendance rate	96.7%	Up from 96.5%	96.7%	95.8%
Eligible for gifted and talented	25.6%	No Change	27.6%	15.3%
With disabilities other than speech	8.9%	Down from 9.5%	8.9%	12.9%
Older than usual for grade	1.1%	Up from 0.9%	1.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.7%	Down from 2.5%	1.0%	0.7%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=63)</b>				
Teachers with advanced degrees	73.0%	Down from 76.6%	59.4%	55.0%
Continuing contract teachers	66.7%	Down from 79.7%	75.0%	70.6%
Teachers with emergency or provisional certificates	3.9%	Up from 3.6%	3.4%	5.4%
Teachers returning from previous year	85.3%	Up from 82.2%	85.3%	83.4%
Teacher attendance rate	95.3%	Down from 96.7%	95.3%	94.9%
Average teacher salary	\$47,758	Down 1.8%	\$45,980	\$44,706
Professional development days/teacher	15.4 days	No Change	10.8 days	11.8 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	7.0	3.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 23.4 to 1	22.0 to 1	20.1 to 1
Prime instructional time	90.5%	Down from 92.1%	90.1%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	78.5%	Up from 73.9%	95.3%	98.0%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil*	\$6,571	Down 6.0%	\$6,292	\$7,097
Percent of expenditures for instruction*	70.0%	Up from 68.5%	65.7%	64.4%
Percent of expenditures for teacher salaries*	66.3%	Up from 64.9%	60.9%	59.4%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

At Blythewood Middle School, the school and community support each other producing an environment that maximizes the intellectual, physical and emotional growth of our students. We are committed to the development of the unique potential of each student through a comprehensive and challenging academic program that embraces the best of traditional and innovative practices.

We were proud to be named as a School to Watch by the National Forum for Middle Grades Reform earlier this year. This prestigious national honor was based on a rigorous review of our school in the areas of academic excellence, developmental responsiveness, social equity and structures. Blythewood Middle becomes one of three schools in the state to receive this honor along with 123 schools nationwide.

We were also recognized this year for our outstanding literacy program by being named as a finalist for the state's Exemplary Reading Award along with efforts in closing the achievement gap by the Education Oversight Committee. Our Teacher of the Year, Sherri Whitlock, served as the District Teacher of the Year, while Mrs. Nancy Donny was recognized as one of the state's top reading teachers.

Our students continued to excel at local, state, and national competitions throughout the 2007-2008 school year, maintaining a tradition of excellence. Students sustained efforts to make significant contributions to our community through service projects. This year we expanded our scope to the international arena through a service project in Haiti.

Blythewood Middle School continues to offer students a tailored academic program of study to meet their individual needs. We encourage your participation in school activities and appreciate your continued support as we work together to provide the best educational opportunities for our students.

Nancy Gregory, Principal  
Rodney Reid, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	220	127
Percent satisfied with learning environment	98.0%	84.3%	89.3%
Percent satisfied with social and physical environment	100.0%	81.1%	84.9%
Percent satisfied with school-home relations	100.0%	84.3%	78.6%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	948	99.9	17.8	40.1	33.1	8.9	54.6	54.9	48.2	Yes	Yes
Gender											
Male	464	99.8	25.8	41.4	26.5	6.3	44.6	47.6	41.7	N/A	N/A
Female	484	100	10.3	38.8	39.5	11.4	64.2	62.6	55	N/A	N/A
Racial/Ethnic Group											
White	478	100	10	31.6	45.1	13.3	69.3	75.1	60	Yes	Yes
African American	417	99.8	26.1	49.5	20.6	3.8	38.4	44.1	31.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	74.4	70.4	I/S	I/S
Hispanic	39	100	30.8	41	23.1	5.1	43.6	45.4	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	85	100	65.1	21.7	7.2	6	19.3	20.4	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	17	100	41.2	35.3	23.5	0	35.3	51.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	273	99.6	33.2	48.5	17.6	0.8	30.9	37.4	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	947	99.9	18.7	37.5	21.6	22.2	53.6	50	45.8	Yes	Yes
Gender											
Male	463	99.8	23.1	36.7	16.6	23.6	49	48.2	45.6	N/A	N/A
Female	484	100	14.6	38.2	26.4	20.8	57.9	51.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	477	100	10.3	28.6	26.4	34.7	68.8	73.9	59	Yes	Yes
African American	417	99.8	29.4	45.5	16.6	8.5	37.7	37	26.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	79.1	71.3	I/S	I/S
Hispanic	39	100	12.8	59	17.9	10.3	35.9	40.6	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	85	100	63.9	24.1	9.6	2.4	15.7	20.9	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	17	100	5.9	64.7	17.6	11.8	35.3	51.5	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	273	99.6	32.1	46.6	14.9	6.5	31.3	32.2	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	638	99.8	18.8	27.6	18	35.6	53.6	43	35.7	96.7	97.3
Gender											
Male	297	99.7	23.6	21.1	15.8	39.4	55.3	44.2	37.4	96.6	97.2
Female	341	100	14.6	33.2	19.8	32.3	52.1	41.8	33.8	96.8	97.5
Racial/Ethnic Group											
White	322	100	8.8	20.5	18.9	51.8	70.7	68.8	49.2	96.5	97.2
African American	282	99.7	29.9	35.4	16.6	18.1	34.7	29.1	17	97	97.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	96.5	98
Hispanic	28	100	25	32.1	21.4	21.4	42.9	37.1	24.9	96.1	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.8	96.5
Disability Status											
Disabled	50	100	62.5	22.9	8.3	6.3	14.6	18.6	14	95	96.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	43.8	24.4	95.9	97.2
Socio-Economic Status											
Subsidized meals	176	99.4	33.3	37.5	13.7	15.5	29.2	24.7	21.1	95.7	96.8

Social Studies

All Students	633	99.8	19.2	35.7	17.6	27.5	45.1	42.9	34	96.7	97.3
Gender											
Male	310	99.7	20.5	32.4	15.4	31.7	47.1	44.7	36.6	96.6	97.2
Female	323	100	18.1	38.7	19.7	23.5	43.2	40.9	31.3	96.8	97.5
Racial/Ethnic Group											
White	318	100	11.5	29.5	21.3	37.7	59	62.5	44.5	96.5	97.2
African American	284	99.7	27.9	41.6	13.4	17.1	30.5	31.9	19.1	97	97.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	67.9	58.9	96.5	98
Hispanic	22	100	27.3	40.9	18.2	13.6	31.8	37.4	27.5	96.1	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.8	96.5
Disability Status											
Disabled	56	100	45.5	32.7	9.1	12.7	21.8	21.3	14.4	95	96.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	14	100	28.6	28.6	28.6	14.3	42.9	45.9	27.3	95.9	97.2
Socio-Economic Status											
Subsidized meals	189	100	33.9	43.9	11.7	10.6	22.2	25.3	21	95.7	96.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	338	100	16.9	37.5	35.6	10	45.6
	7	319	99.7	22.3	41.2	31.3	5.2	36.4
	8	342	100	14.1	49.8	30.7	5.4	36.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	337	99.7	18.2	36.7	34	11.1	45.1
	7	327	100	16.3	42.9	34.6	6.1	40.7
	8	284	100	19.1	40.8	30.5	9.6	40.1
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	338	100	15.3	25.9	37.2	21.6	58.8
	7	319	99.7	16.2	41.9	19.9	22	41.9
	8	342	100	16.9	52.4	16.6	14.1	30.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	337	99.7	18.8	29.3	27.2	24.7	51.9
	7	326	100	16.4	37.6	20.9	25.1	46
	8	284	100	21.3	47.1	15.8	15.8	31.6
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	168	100	27.3	23.3	27.3	22	49.3
	7	319	99.7	22.5	30.9	25.3	21.4	46.7
	8	172	93.6	23.4	36.6	17.2	22.8	40
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	171	99.4	27.4	23.8	14.6	34.1	48.8
	7	326	100	13.2	27.7	18.6	40.5	59.2
	8	141	100	21.2	32.1	20.4	26.3	46.7
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	176	99.4	14.1	33.7	23.3	28.8	52.1
	7	319	99.1	36.7	36	11.3	15.9	27.2
	8	171	99.4	15.4	57.7	17.3	9.6	26.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	166	100	11.9	22.5	23.8	41.9	65.6
	7	324	100	25.6	36.9	12	25.6	37.5
	8	143	99.3	13.4	48.5	23.1	14.9	38.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample